



**South Molton United Church of England
Primary School**

Teaching and Learning Policy

Agreed by staff: Autumn 2015
Reviewed by Teaching & Learning Committee: October 2018
Next Review: Autumn 2019

TEACHING AND LEARNING POLICY

Introduction:

At South Molton United Church of England Primary School we believe in the concept of lifelong learning and that learning should be rewarding and enjoyable for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary for them to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

This policy is intended to promote consistency and high standards across the school. We aim to provide a caring, supportive and stimulating environment with high quality teaching through which children will:

- Achieve a high level of proficiency in reading, writing, oracy and maths, which enables them to succeed across the curriculum
- Develop an enquiring mind which wants to learn more each day
- Become independent young people who are confident, flexible and able to co-operate with others
- Develop imagination and creative expression through a wide range of media
- Become conscientious, compassionate young citizens of our multi-cultural society who are tolerant and respect others' values and have a strong understanding of fundamental British values
- Have pride in achievement and a desire to succeed
- Develop good learning behaviours and habits
- Secure knowledge and understanding against concepts in the national curriculum to enable them to succeed and progress in the next stage of their education

As a school we will foster:

- Effective links between ourselves, the child's home and the community which promote aspiration and high expectations
- Equal opportunities for all

Learning

As stated in the aims of the national curriculum, children should have secure knowledge and understanding of concepts before moving on (mastery). This means that they should be able to demonstrate their understanding in a range of contexts.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The strategies we use include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole class work
- questioning
- use of computers and other ICT tools
- visits to places of interest
- visitors in school
- creative activities
- designing and making things
- participating in physical activity
- debates, role plays and oral presentations
- watching educational videos/DVDs and responding to music
- reflecting on what has been learnt and the learning behaviours used

We encourage children to take responsibility for their own learning and to be involved as far as possible in reviewing the way they learn best and reflecting on to what extent they have secured their knowledge and understanding of a concept.

Effective Teaching

Our focus is on motivating children and building on their skills, knowledge and understanding of the curriculum. Our curriculum is planned using the

2014 National Curriculum. We plan cross curricular links where appropriate and where we believe that it will provide the best learning opportunities. There is a strong focus on the core subjects and skills that underpin other subjects. We provide children with a broad and balanced curriculum which nurtures their talents and interests and challenges them.

We believe children learn effectively when the teacher provides:

- thorough preparation of lessons
- innovative teaching
- shared learning objectives which are understood by the pupils and parents
- clear expectations of what children are expected to achieve
- appropriate pace to lessons where children's previous learning and interests are built upon
- purposeful application of knowledge to different situations
- core skills and knowledge are taught and practised regularly
- an atmosphere where children are prepared to take risks
- opportunities for children and parents to review and reflect on the learning
- open ended, thought provoking, challenging questions
- support for the learning of children with differing abilities
- developmental feedback and constructive criticism of children's work
- additional support for those whose first language is not English

We base our teaching on our knowledge of children's level of attainment and age related expectations. When planning work for children with special educational needs (SEN), including high attainers, we give due regard to information and targets contained in their Individual Education Plans (IEPs). We have high expectations of all children and believe that all children should be included in the full range of educational opportunities.

All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times.

When children misbehave we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

Through the Performance Management process all teachers are able to reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers in developing their skills so that they can continually improve their practice.

Assessment for Learning

Effective assessment leads to more focussed teaching by providing the evidence for understanding the security and depth of a pupil's knowledge and understanding, thus leading to closer matching of teaching and tasks to the child's needs. It assists children by providing them with a clear understanding of what stage they have reached and what they need to do to improve further.

Assessment for learning

- is part of effective planning
- focuses on how children learn
- deepens pupils understanding and knowledge
- is central to classroom practice
- helps learners know how to improve
- encourages self assessment
- recognises progress from the child's previous best

We use these strategies to link assessment to better teaching and learning:

- evaluation of lessons which informs future planning
- use of data from formal assessment tasks to inform planning and the grouping of children
- assessment tasks at the end of units of work to monitor progress and identify any underachievement

Classroom Environment

We believe that a high quality learning environment supports children's learning in a variety of ways. To achieve this, our classrooms should be welcoming and displays kept up to date. Displays will serve many purposes:

- interactive displays based on current topics which ask questions, give information and introduce ideas
- learning displays - word lists, number lines, time lines, number squares
- 'working walls' which show ideas and learning strategies in progress
- celebrating success - displays of children's work
- showing class targets so children know what they are working towards

To encourage independence resources should be well organised, labelled and easily accessible.

- This document should be read in conjunction with other school policies, especially the Assessment policy.